



# ***Measuring the effects of global education programmes.***

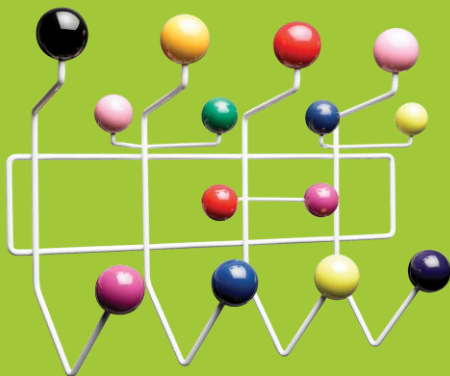
## ***From results based management towards results base learning***

***IV Development Education Days – Portugal***

27 April 2015

[Jan.VanOngevalle@kuleuven.be](mailto:Jan.VanOngevalle@kuleuven.be)

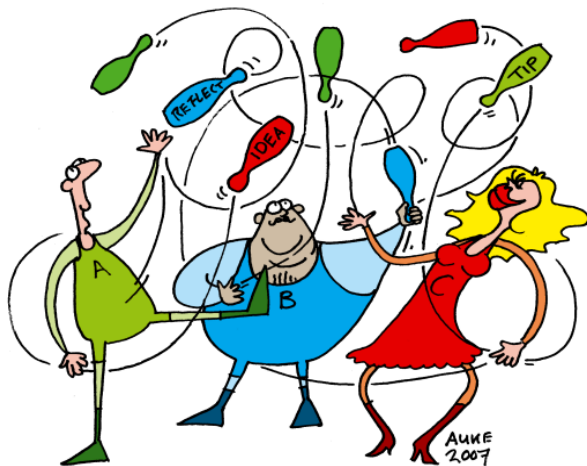
[www.hiva.be](http://www.hiva.be)



# More and more organisations are seeking to strengthen Monitoring and Evaluation of their global education programmes

- **Why?**

- Increasing international focus on result based management
- Little known about the effects or the results of global education programmes
- Public support for organisations working around international development and global learning decreases
- Monitoring and evaluation remains a considerable challenge for many organisations



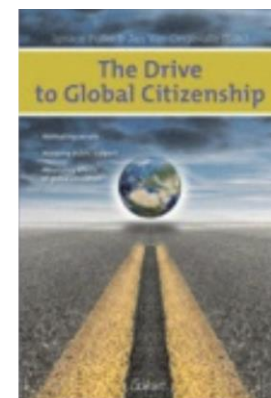
# 'PULSE' Action research with Belgian NGO's (2010-2013)

Rapport:



PULSE KU LEUVEN

<http://www.outcomemapping.ca/resource/index.php?author=40&contributions=on&action=search>



**Chapter 8:** Measuring the effects of global education programmes: towards a learning centred monitoring and evaluation practice

Programmes in formal education



Art and Film festivals



Non formal education (youth parliament, internships)



National longer term campaigns



N-S partnerships between farmer organisations



The 'Most Significant Change' (MSC) Technique

A Guide to Its Use  
by  
Rick Davies and Jess Dart



Scoring tools

Logical Framework

Surveys

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HIVA

ONDERZOEKSINSTITUUT VOOR ARBEID EN SAMENLEVING

# Action research with 4 Dutch NGOs in the Netherlands (2013-2014)



- Focus groups
- Survey
- Participative observation



- Elements of Most Significant Change



- Survey
- Elements of Most Significant Change



**NOORDBAAK**  
Duurzaam betrokken

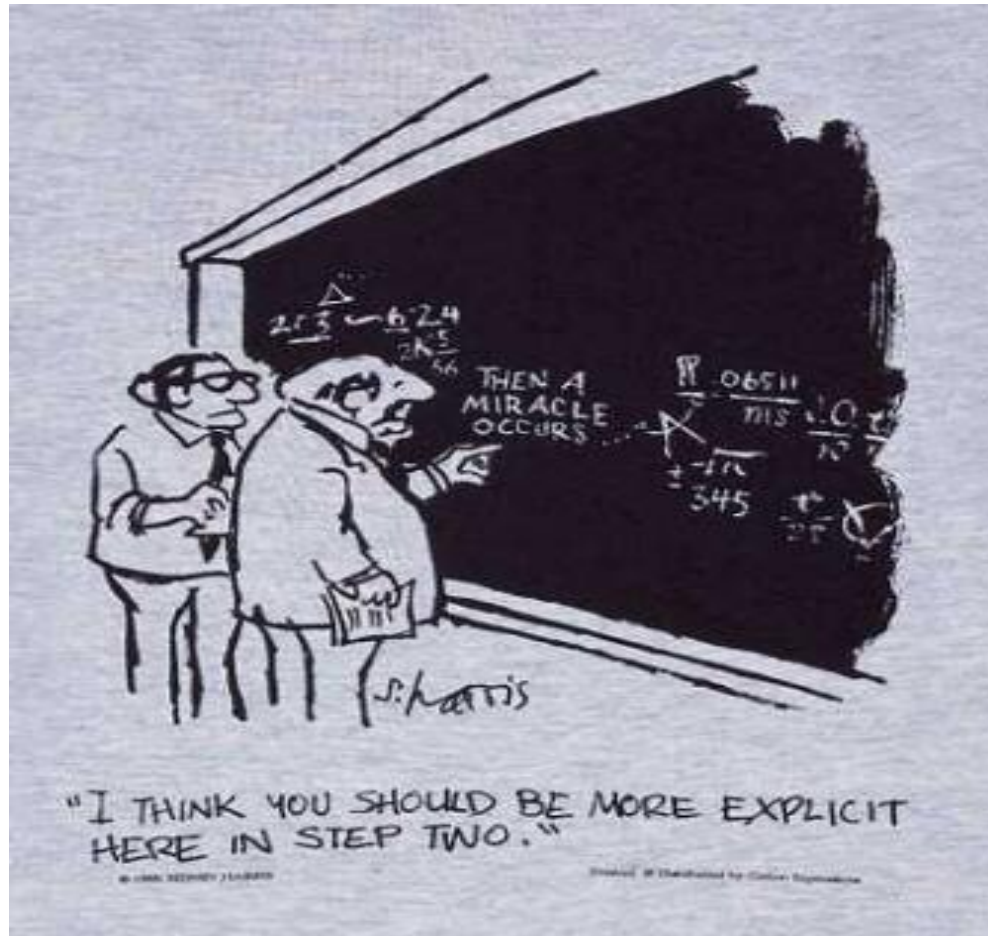
- Repertory Grid Analysis
- Focus groups
- Survey

## Report

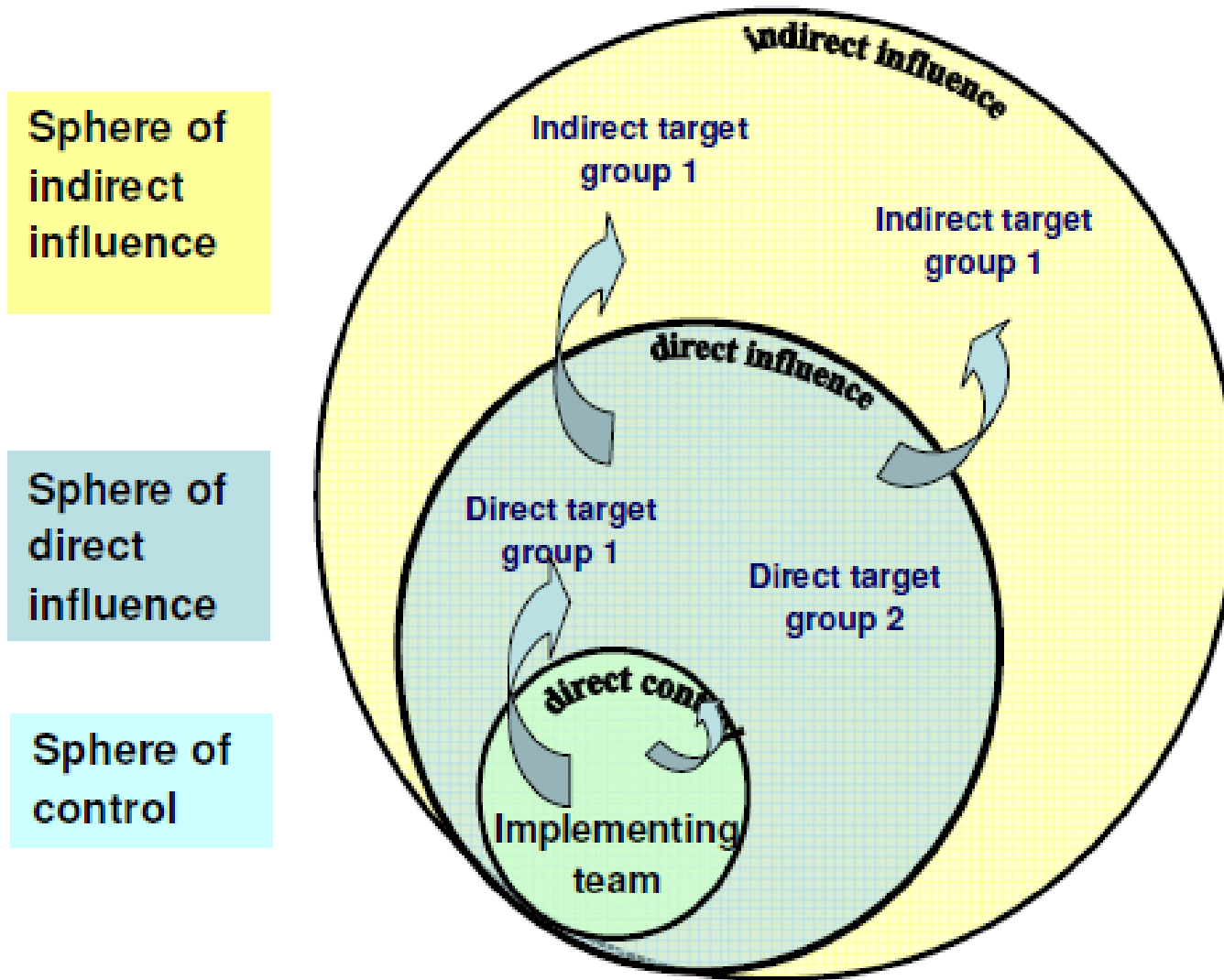
<http://www.ncdo.nl/more-or-less-global-citizenship>



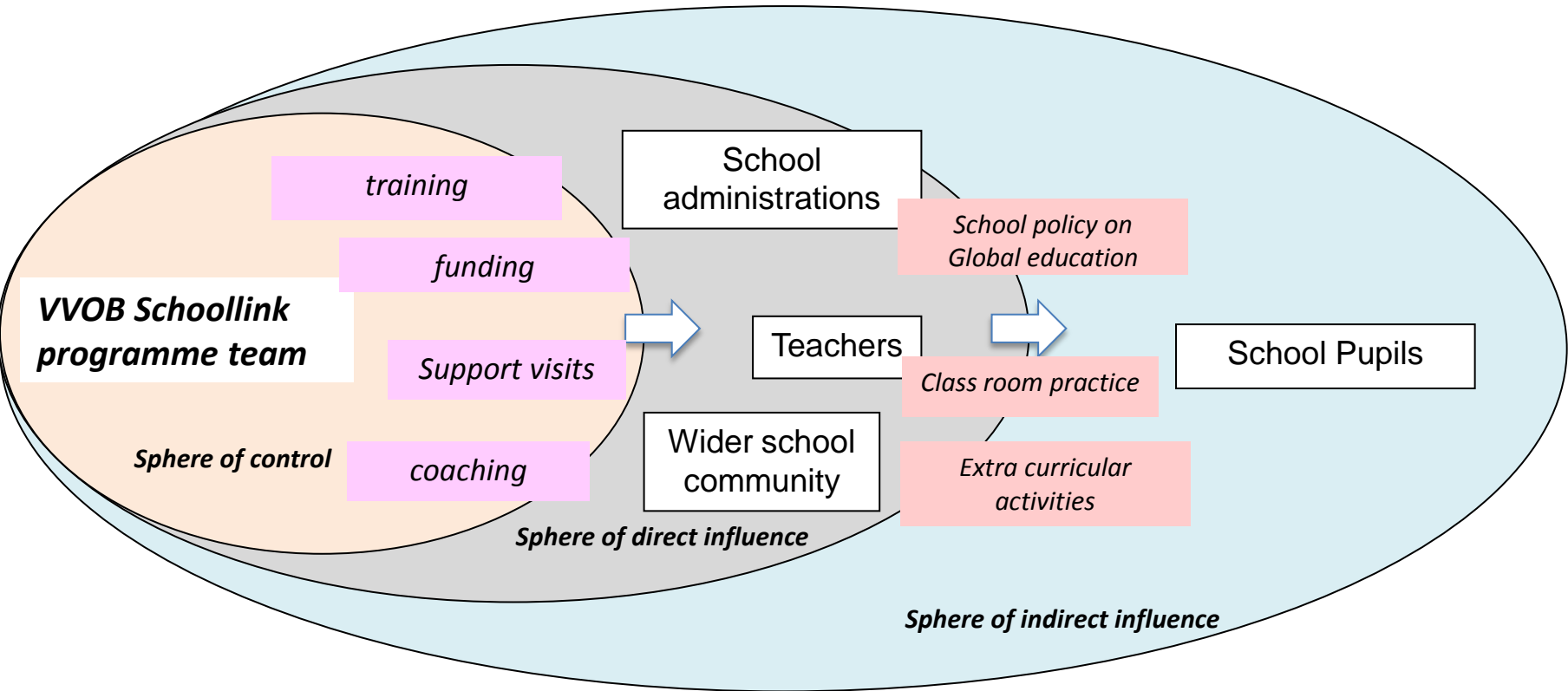
# Results Based Management, a concept that hides more than it reveals?



# Results at different levels



## The influence of our activities is often limited: the example of VVOB's school link programme.



### Important learning point from previous action research:

- Sometimes limited clarity about the programme's objectives/hoped for effects
- Limited insight about underlying assumptions (why do we do specific activities?)

# Global education: two main groups of effects/results

Progress  
markers

Outcome  
Journals



Change in capacity  
or policy of social  
actors to promote  
the objectives of  
global learning

Changes in  
knowledge/attitudes  
/values/behaviour of  
social actors related  
to the objectives of  
global learning

## The 'Most Significant Change' (MSC) Technique

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Scoring  
tools

Association  
exercises: e.g.  
Repertory  
Grid analysis

Development of analytic  
frameworks to analyse  
change in knowledge,  
attitude, competencies  
behaviour

Focus  
groups

Surveys

Participant  
observation

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## Progress markers:

1. The school management actively supports the school link
2. The teachers are actively engaged in the school link
3. There is internal communication about the school link within the school
4. There is communication about the school link between the partners of the school link.

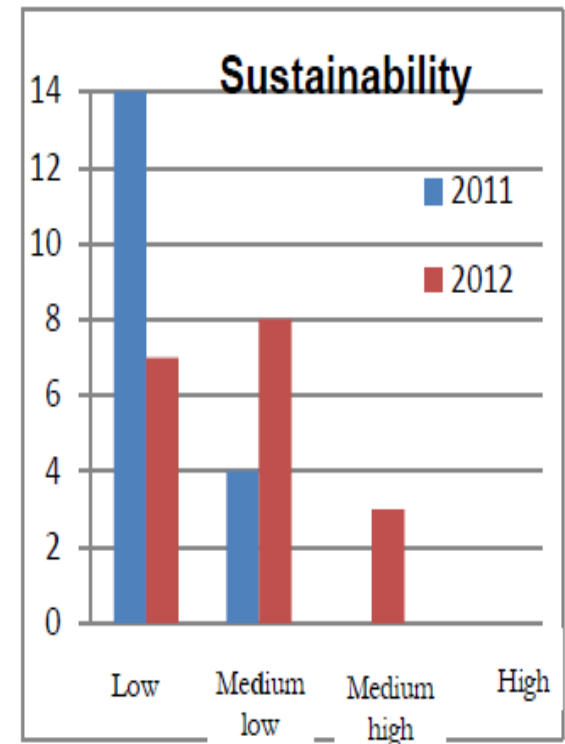
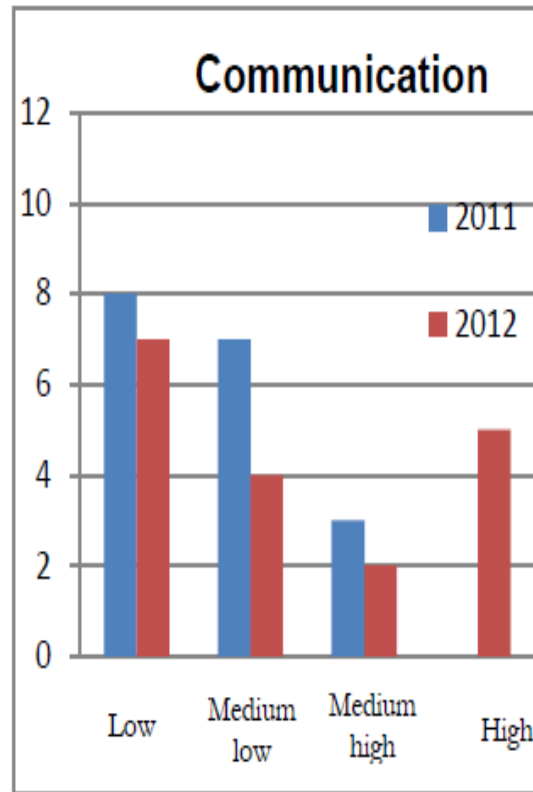
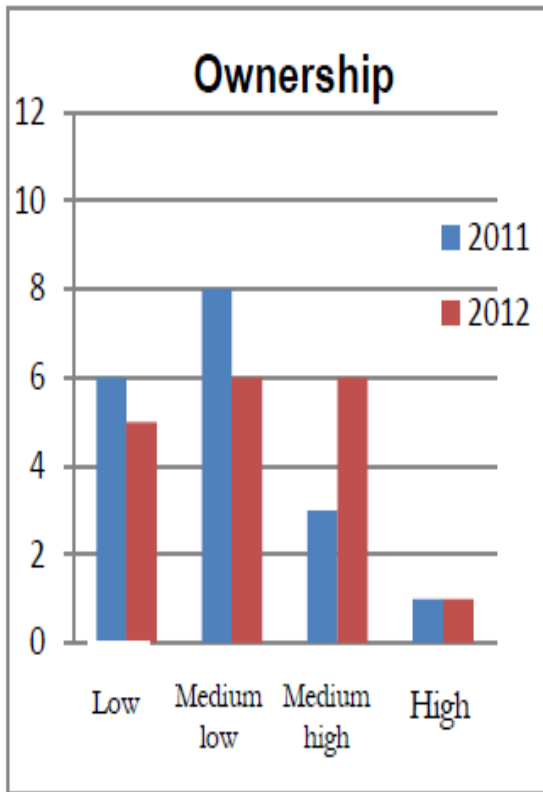
Progress Marker: The school management actively supports the school link		
1	School management supports the initiative, but is hardly informed about the implementation of the school link.	Low (=1)
2	School management supports the initiative, is informed about it but is only involved in a limited way, (e.g. Management receives reports of meetings pertaining the school link).	Medium Low (=2)
3	School management is actively involved (participates in work meetings and trainings, acts as a communication partners, participates in visits of the sister school,...)	Medium High (=3)
4	School management acts as pacemaker of the school link initiative. (motivates other teachers, stimulates activities, looks for additional funding, involves parents and the school board, ...)	High (=4)

### Data collection:

- Personal observations during field visits
- Informal feedback and testimonies from teachers
- School activity reports

# Qualitative info can be quantified: VVOB school link programme

**Number of schools according to their average scores for three dimensions of their school link**



# Progress markers: Advantages and challenges – VVOB case

## Advantages

- Helped to refine theory of change
- Clearer understanding of results the program hopes to achieve
- Helped to structure VVOB's support to schools

## Challenges

- Systematic analysis of monitoring info according to progress makers and translation into scores
- Concern about element of subjectivity in making evaluative statements
- Analysis of PMs accross different schools

# Learning about your results without indicators – *The Most Significant Change Method*

## The 'Most Significant Change' (MSC) Technique

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### Story collection

1. From your point of view, describe the most significant change that has resulted from your involvement with this programme
2. Why is this significant for you?

### Story analysis

1. In group read stories aloud
2. Discuss each story
3. Select the most significant story

**Rich learnings about the programme from discussing the stories!!!!!!**

## Gaining a more nuanced insight about your programme's effects through stories (Humanity House: exhibit on refugees for school pupils)

- Results survey: "I can imagine what it must be like to have to flee to another country"
  - Before the museum visit: 47% Yes
  - After the museum visit: 69% Yes

- What do the numbers mean? – Learning from the stories:

*"...Before taking the Journey of Discovery I knew that I would find it difficult to be admitted to a non-EU country. Inside the EU, that's not such a problem. I can imagine that it is not nice to have to move to a country you don't know. The Journey has taught me that I did not realise how bad it really is. Even though I have never been a refugee. I was truly shocked. That this has happened so often and to so many refugees, I thought. And many of them are intercepted and have to flee all over again..."*

*"... A lot has changed for me since the Journey of Discovery. I used to have a very simplistic view: you flee, you move, you start over again in another country. Now I realise how dreadful it really is. The dark passageway to the room with the wine made me want to turn and run. I also found the photos of mothers being reunited with their children really moving..."*

- Not only the positive side of the story: e.g. stories showing that pupils were still having a rather 'black and white' view of refugees.

# Advantages and challenges of Most Significant Change

- Fun to do
- No expert knowledge needed to use the approach
- More nuanced insights about changes related to the dimensions of global citizenship
- Discussions triggered by the stories contributed to deeper reflection (helped to ask the right questions)
- Contributed to critical questioning of a programme's approach.
- Questions remained about the conclusions one can draw about the effects of the programme (subjectivity, interpretation by programme staff,....)
- Quality of the stories
- Analysis of the stories (selection and secondary analysis).
- Making MSC part of regular monitoring practice
- Not a stand alone approach but more suitable for complementing with other M&E approaches.

# Implications of dealing with complex change for results based programming

- Limitations of an overly rigid planning logic with SMART indicators and prededifined quality criteria:
  - Unexpected effects may be overlooked
  - Difficult to define the indicators in advance
  - Standardized indicators (analytic framework) may not capture intangible effects related to individual intentions and insights.
  - Limited consensus with regard to the objectives and good practices of global education.

# Moving from results based management to results based learning implies .....

- Embracing methodological diversity combining quantitative approaches with more interpretative qualitative approaches. Hence providing space for less tangible personal perceptions of various actors and target groups.
- Putting more effort towards clarifying your theory of change
- Putting more effort in conceptualising dimensions of global learning (knowledge, attitude, behaviour, ...). – this helps to inform and support data collection and analysis and learning about monitoring data.
- Collaborative sensemaking of the monitoring data. Drawing lessons and adapt (if necessary) programme activities.





# THANK YOU